

Fall 2015: 05:300:306 Section 5 -- Educational Psychology

Class Meets: Tuesday Thursday. 2.50-4.10 p.m. CA A4
Course Instructor: Professor Angela O'Donnell
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Required Texts:

O'Donnell, A. M., Reeve, J. M., & Smith, J. K. (2012). *Educational Psychology: Reflection for Action* (3rd Edition); Hoboken, NJ: John Wiley. Available at the Rutgers Barnes and Noble store.

Overview

The purpose of the course is to introduce you to the theory and research that underlies instructional practice. Whether you plan to become a teacher or not, you can expect to learn about your own thinking skills and learning strategies. Most people do some kind of teaching (e.g., coaching, training in business, medical education, health education, parenting etc.). If you are planning to become a teacher, you will have further courses as part of the teacher preparation program that will provide you with practical experience (observation, teaching practice) in the classroom. My primary goal for this course is to have you reason about the psychological basis of behavior when learning and teaching. The title of the textbook, *Reflection for Action*, describes the intent of the course. I want you to be able to consider instructional issues and classroom problems with research-based ideas and to formulate action plans. The course will introduce competing theories of learning and motivation with a view to understanding how different theories may have different implications for decisions made in classrooms.

How You Earn Your Grade

The evaluation of your performance in this course is based on a points system. It is possible for you to earn a total of one hundred points (100) for this course. This system allows you to monitor your progress as the semester progresses. Details of requirements are provided on succeeding pages. The following is a list of the number of points you will need in order to earn the associated grade.

| | | | | | | | |
|---------------|-----|----|----|----|----|----|-----|
| To Earn | A | B+ | B | C+ | C | D | F |
| Points Needed | 90+ | 87 | 80 | 77 | 70 | 60 | <60 |

Goals for the Course

In this course, you will be learning to connect abstract principles to concrete examples. The text is written to encourage “reflection for action” so that you can consider alternative strategies to solving problems in the classroom. We have initial accreditation for our teacher education program from the *Teacher Education Accreditation Council* (TEAC). As part of the accreditation process, we make **four claims** about the totality of our teacher preparation program. The claims are as follows:

1. *Our students understand the central concepts, tools of inquiry, and structures of the disciplines they teach, especially as they relate to the New Jersey Core Curriculum Content Standard.*
2. *Our students demonstrate pedagogical content knowledge in their planning and design of instructional plans and their use of multiple assessment strategies to evaluate and promote student learning.*
3. *Our students demonstrate knowledge of learners and learning in accommodating diverse learners and those with special needs and in the design of learning environments that provide a supportive, safe, and respectful environment.*
4. *Our students demonstrate knowledge of appropriate professional practice in their use of effective communication in the classroom, knowledge of strategies for building relationships with parents to support student learning, and knowledge of opportunities to pursue professional growth.*

The New Jersey Professional Teaching Standards can be found below.

NEW JERSEY PROFESSIONAL STANDARDS FOR TEACHERS (NJPST)

Student teachers must demonstrate competence on the NJPST to be eligible for teacher certification. The standards describe what every beginning education professional should know and be able to do.

Standard One - Subject Matter Knowledge - Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

Standard Two - Human Growth & Development - Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

Standard Three - Diverse Learners - Teachers shall understand the practice of culturally responsive teaching.

Standard Four - Instructional Planning & Strategies - Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.

Standard Five - Assessment - Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

Standard Six - Learning Environment - Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Standard Seven - Special Needs - Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

Standard Eight - Communication - Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

Standard Nine - Collaboration & Partnerships - Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.

Standard Ten - Professional Development - Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

Standard Eleven - Professional Responsibility - Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

NJ Administrative Code: <http://www.state.nj.us/education/code/current/title6a/chap9.pdf> 6A:9-3.3 Professional standards for teachers

Our claims for TEAC are congruent with these standards.

Learning Goals for the Course

At the end of the course, you will be able to meet the following objectives and contribute to adherence to a number of claims made by our accreditation process:

- Describe and critique the major theories that seek to explain how humans learn. (TEAC Claim 3; NJ Professional Teaching Standards 2, 3, 6, and 7)
- Explain how human memory is thought to work and describe the implications of this understanding for how you would teach. (TEAC Claim 3; NJ Professional Teaching Standards 2, 3, 6, and 7)
- Characterize the role of motivation in classrooms and analyze the relationships between motivation and competence. (TEAC Claim 3; NJ Professional Teaching Standards 2, 3, 6, and 7)
- Describe various approaches to defining intelligence and explain the effects of these views on teachers and children. (TEAC Claim 3)
- Explain the implications of individual differences such as socioeconomic status, race, gender, and ability for classroom instruction. (TEAC Claim 2 and 3; NJ Professional Teaching Standards 2, 3, 4, 5, 6, and 7)
- Explain the rationale for a variety of practical instructional methods and choices such as cooperative learning, individual practice. (TEAC Claim 2; NJ Professional Teaching Standards 4 and 5)
- Understand various forms of assessment and their strengths and weaknesses (TEAC Claim 2; NJ Professional Teaching Standards 4 and 5)
- Understand your own strengths and weaknesses as a learner.

Class Format

The primary method of instruction in this course will be the use of lectures and class discussions, supplemented by small group activities and the use of videos, web resources etc.

| <i>Required Activities</i> | <i>Due Date</i> | <i>Points Available/% Grade</i> |
|----------------------------|---------------------|---------------------------------|
| Quiz # 1 | Oct 1 st | 20 |
| Quiz # 2 | Nov 3rd | 20 |
| Paper | Nov 24th | 10 |
| Online assignment | TBD | 20 |
| Final Examination | Dec 17th | 30 |

Policies

Academic Integrity: I expect that you will comply with standards of academic integrity (that is, you will not even think about cheating) in this course. If you need assistance in understanding an assignment or course content, please seek assistance from other appropriate resources or me. Assignments, however, should be your own work, except in cases where I have required a group product. The consequence for violating policies of academic integrity and other elements of the student code of conduct are serious and can have a tremendous negative impact on your academic progress and future career. You should not turn in the same work in two separate classes without the specific written approval of the faculty

members involved. Leaving work until the last minute can increase the temptation to plagiarize work from journals or “borrow” friends’ work. You can avoid problems by getting your work done early. Exams are also your own work. The Office of Student Conduct supervises issues related to violations of academic integrity (see (<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>). Please familiarize yourself with the university policy on academic integrity. See also the resources available for students at <http://academicintegrity.rutgers.edu/resources> that will help you understand the nature of violations of academic integrity.

Make Up Exams: Make-up exams will NOT be scheduled unless you miss an exam because of religious observance or because of a properly documented illness. Proper documentation means that you provide a doctor's note that states you were unable to attend class on the specific day of the exam. See also the information on attendance below.

Attendance: Attendance at all regularly scheduled classes is required in accordance with the university's attendance policy. Excused absences include absences due to *religious observance* (please let me know before the holiday), *travel on university business* (e.g., sports team), and *properly documented illnesses*. Students who were frequently absent last semester did not do as well in the courses as those who were regularly in attendance.

Missed Classes: It is your responsibility to get notes, including handouts, from another student if you miss class. If you miss class when exams are returned, you will need to come to office hours to look at your exam.

Grading Policy: Grades are assigned based on a points system described previously.

Policy on Late Assignments: Assignments must be submitted on time. Late assignments will be accepted but the grade will be reduced.

Classroom Culture: Please turn all cell phones to **SILENT** during class. Please refrain from sending or checking text messages during class. If you bring a laptop to class, I expect that you will use it for the purposes of the class ONLY. In other words, please do not use your laptop to surf the web or check email. Under no circumstances should you check your phone during exams. If you like doing the puzzles in the Targum, please solve these puzzles **BEFORE** coming to class. I expect that all of us (instructor included) will treat one another with respect and have a pleasant learning environment.

Problems?

Personal problems. A variety of resources are available at the university to assist you with personal difficulties (e.g., stress, anxiety, bereavement, etc). Each campus has a counseling center and these services are free to you as a student. You might first contact Counseling, ADAP, and Psychiatric Services (CAPS) at (848) 932-7884.

Academic problems. If you are having difficulties with this course, you should seek assistance from me during office hours or by making an appointment with me. The Learning Resource Centers on each campus also provide a variety of services to help you with your academic performance. If you are a student with special needs, you should contact the Office of Disability Services if you need accommodations in the course. The office can be found at <http://disabilityservices.rutgers.edu/> The site provides instructions about how to request accommodations for your courses.

Details of Assignments/Requirements/Policies

1. Quizzes (40% of total grade):

Purpose: The quizzes are intended to test knowledge of course content presented in the lectures, assigned readings, and group work.

Format: The quizzes will consist of multiple-choice items and short answer items.

Grading: Grading is based on the number of correct answers on the multiple-choice questions, combined with scores from the alternative format questions. Make-ups will **NOT** be scheduled unless there is an explicit conflict with a religious observance or other properly documented excused absence.

2. Final Examination (30% of total grade):

The final exam is cumulative. The cumulative nature of the final reflects the idea that knowledge is cumulative and it is the totality of your knowledge will assist you in using the knowledge in later practical contexts. **The final exam was scheduled according to the University schedule that allocates exam slots based on the period/day of the class.** The exam will consist of multiple-choice and short answer items.

3. Paper: Use of Cognitive Concepts in a Film (10%).

Purpose. This paper is intended to provide opportunities for you to apply your knowledge of cognition and memory in ways that will enhance your memory of the material. Watching a film and thinking about its content in terms of the content of Chapter 7 will help you elaborate on the information and thus make it more memorable.

General Directions: Watch a film (either at home or at the cinema) with a view to identifying the use of cognitive concepts from Chapter 7 (and/or 8). Describe the use of these constructs in the film and critique their use. For example, a student in a previous version of the course chose the film “Eternal Sunshine of the Spotless Mind” in which the character Joel is having his memory of his ex-girlfriend erased. The doctors “map” where memories of her are stored. The student links this to the information in the text about how the structures of the brain are implicated in memory, identifies these structures, and how they function to consolidate memory. Depending on the film you select, the constructs you choose will be different. You may choose very detailed constructs (e.g., working memory lasts 20 seconds) or broader constructs (e.g., retrieval from long term memory occurs through a process of spreading activation). The included constructs such as rehearsal, elaboration, interference, implicit memory, procedural memory, visual cues and others.

Specific Requirements: You should first provide a brief summary of the film and then elaborate on how constructs from Chapter 7 and/or 8 can be used in interpreting the film.

Required Elements: Your paper should include specific mention of no less than 7 concepts from Chapter 8 (see the end of chapter for a listing of concepts in the chapter). For each concept, you should explain what it is and how it is relevant to the film. For example, you might explain how a particular event in the film or film technique is an illustration of a concept from the course.

Submit/Format: 5-8 page paper.

Grading: The paper will be graded based on your use of relevant constructs from the course. For each construct, you need to explain the concept and illustrate it with an appropriate example from the film.

4. Online Assignments (20% of the grade). Instructions to be provided separately.

Planned Schedule and Assigned Readings

| <i>DATE</i> | <i>TOPIC</i> | <i>READING</i> |
|------------------|---|--------------------------------------|
| September | | |
| 1 | Introduction | Chapter 1 |
| 3 | Behavioral Learning Theory I | Chapter 5, 150-165 |
| 10 | Behavioral Learning Theory II | Chapter 5, 165-185 |
| 15 | Cognitive and Social Cognitive Learning I | Chapter 7, 222-238 |
| 17 | Cognitive and Social Cognitive Learning II | Chapter 7, 238-253 |
| 22 | Complex Cognition and Social Constructivism I | Chapter 8, 254-279 |
| 24 | Complex Cognition and Social Constructivism II | Chapter 8, 279-289 |
| 29 | Complex Cognition and Social Constructivism III | Chapter 8 |
| October | | |
| 1 | Quiz # 1 | |
| 6 | Learning from Peers | Chapter 9, 290-311 |
| 8 | Learning from Peers II | Chapter 9, 311-331 |
| 13 | Managing Learning in the Classroom | Chapter 6, 186-206 |
| 15 | Managing Learning in the Classroom II | Chapter 6, 206-221 |
| 20 | Motivation and Engagement | Chapter 10, 332-348 |
| 22 | Motivation and Engagement II | Chapter 10, 348-371 |
| 27 | Motivation to Learn I | Chapter 11, 372-387 |
| 29 | Motivation to Learn II | Chapter 11, 387-411 |
| November | | |
| 3 | Quiz # 2 | |
| 5 | Individual Differences and Special Needs | Chapter 12, 412-430 |
| 10 | Individual Differences and Special Needs II | Chapter 12, 430-449 |
| 12 | Individual Differences and Special Needs III | |
| 17 | Teachers and Teaching | Chapter 2, 28-57 |
| 19 | Teachers and Teaching II | Chapter 2, 57-65 |
| 24 | Assessment for Learning | Chapter 14, 482-502 Paper Due |
| December | | |
| 1 | Assessment for Learning II | Chapter 14, 502-525 |
| 3 | Issues in Diversity I | Chapter 13 |
| 8 | Issues in Diversity II | |
| 10 | Review | |
| 11,14 | Reading days | |
| 17 | Final Examination 8-11 a.m | |